STATE TEACHERS COLLEGE AT WORCESTER

Catalog 1955-1956

The Commonwealth of Massachusetts

STATE TEACHERS COLLEGE AT WORCESTER

A Nationally Accredited College for Teacher Education

Established 1871

Publication of this Document Approved by George J. Cronin, State Purchasing Agent.
1500-12-55-916447

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The Commonwealth of Massachusetts

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JOHN P. MOCKLER, B.S., A.M.	Physical Education
JOHN F. EAGER, B.S., Ed.M.	Biological Sciences
PAUL J. McCARRON, B.S., Ed.M.	Mathematics and Physical Sciences
G. FLINT TAYLOR, A.B., Ed.M.	Guidance and Social Sciences
RUTH V. SOMERS, A.B., A.M.	Education and Supervision
WALTER BUSAM, A.B., A.M., Ph.D.	English
CARLETON E. SAUNDERS, A.B., A.M.	Speech and Literature
ROBERT J. PATTERSON, B.S., Ed.M.	Health Education and Biological Sciences
S. WILLIS RUDY, B.S., M.A., Ph.D.	Social Sciences
MARVIN D. BERNSTEIN, B.S., M.A., Ph.D.	Social Sciences

Supervisors of Laboratory Experiences

ELIZABETH V. FOSTER, B.S., Ed.M., Ed.D., Director
LENA A. WEST, B.S., Ed.M.
MADELIN A. WILMARTH, B.S., Ed.M.
JOHN E. SULLIVAN, A.B., Ed.M., Ed.D.

Schools of Observation

May Street — Tatnuck School

(Affiliated with State Teachers College for the purpose of observation and participation)

May Street School	
Mary E. V. Shea	Principal
Helen Kenney	Kindergarten
Dorothy McQueeney	Grade 3
Tatnuck School	
Winifred C. Kennedy	Principal
Laura M. Connor	Grade 1
Margaret J. Shea	Grade 2
Margaret E. Maher	Grades 5-6
Agnes S. Rougvie	Grades 5-6

Office Personnel

Rudolph J. Forge	Principal Clerk
William J. Butler	Senior Bookkeeper
Frances T. Park	Senior Clerk
Catherine M. Healy	Junior Clerk

Health Services

Charles J. Jaworski, M.D.	College Physician
Augusta H. Kressler, M.D.	College Physician
Alice B. Sawyer, R.N.	College Nurse

COLLEGE CALENDAR

1955 - 1956

Sept. 12, 1955, Monday	Registration—all classes Orientation of Freshmen
Sept. 13, 1955, Tuesday	Classes begin
Oct. 12, 1955, Wednesday	Columbus Day
Nov. 11, 1955, Friday	Veterans Day
Nov. 23, 1955, Wednesday	Thanksgiving recess begins at noon

COLLEGE CALENDAR

Nov. 28, 1955, Monday	Classes resumed
Dec. 17, 1955, Saturday	Christmas recess begins
Jan. 3, 1956, Tuesday	Classes resumed
Jan. 18-24, 1956, Wednesday through Tuesday	Semester examinations
Jan. 25, 1956, Wednesday	No classes
Jan. 26, 1956, Thursday	Second semester begins
Feb. 18, 1956, Saturday	Winter recess begins
Feb. 27, 1956, Monday	Classes resumed
Mar. 30, 1956, Friday	Good Friday
April 1, 1956, Sunday	Easter Sunday
April 14, 1956, Saturday	Spring recess begins
April 19, 1956, Thursday	Patriot's Day
April 23, 1956, Monday	Classes resumed
May 30, 1956, Wednesday	Memorial Day
June 1-7, 1956, Friday through Thursday	Final examinations
June 3, 1956, Sunday	Baccalaureate
June 8, 1956, Friday	Class Day
June 9, 1956, Saturday	Alumni Day
June 10, 1956, Sunday	Commencement

1956 - 1957

Sept. 10, 1956, Monday	Registration—all classes Orientation of Freshmen
Sept. 11, 1956, Tuesday	Classes begin
Oct. 12, 1956, Friday	Columbus Day
Nov. 12, 1956, Monday	Veterans Day
Nov. 28, 1956, Wednesday	Thanksgiving recess begins at noon
Dec. 3, 1956, Monday	Classes resumed
Dec. 15, 1956, Saturday	Christmas recess begins
Jan. 2, 1957, Wednesday	Classes resumed
Jan. 16-22, 1957, Wednesday through Tuesday	Semester examinations
Jan. 23, 1957, Wednesday	No classes
Jan. 24, 1957, Thursday	Second semester begins
Feb. 16, 1957, Saturday	Winter recess begins
Feb. 25, 1957, Monday	Classes resumed
April 13, 1957, Saturday	Spring recess begins
April 19, 1957, Friday	Patriot's Day and Good Friday
April 21, 1957, Sunday	Easter Sunday
April 22, 1957, Monday	Classes resumed
May 30, 1957, Thursday	Memorial Day
May 31-June 6, 1957, Friday through Thursday	Final examinations
June 2, 1957, Sunday	Baccalaureate
June 7, 1957, Friday	Class Day
June 8, 1957, Saturday	Alumni Day
June 9, 1957, Sunday	Commencement

View of College

GENERAL INFORMATION

History

The establishment of the State Teachers College at Worcester was authorized by legislative resolve in 1871. At that time it was called the State Normal School at Worcester, the name which it retained until 1932.

In 1880, through the cooperation of the Superintendent of Schools and of the School Committee of Worcester, a plan of apprenticeship for the students in training was inaugurated in the city public schools. This plan is still in successful operation.

In 1921, the four-year course, leading to the degree of Bachelor of Science in Education, was established.

In 1929, a resolve was passed by the Legislature, authorizing the erection of a new building, on a site to be provided for this purpose by the City of Worcester, without cost to the State. The site secured, known as the Lincoln Farm, comprised twenty acres located at the junction of May and Chandler Streets. The Legislatures of 1930 and 1931 made appropriations of $365,000.00 for the erection of a new teachers college plant on this land. The building was completed in 1931 and was first occupied in January, 1932.

In 1932, the name of the institution was changed by Act of Legislature to State Teachers College at Worcester.

The first degrees of Master of Education were awarded in 1949.

Student Activities

Through the activities of the clubs the students find social enjoyment and valuable experience. All students are expected to participate in at least one of the following groups.

The Acorn
Association of Childhood Education
Cercle Francais
Robert W. Fox Memorial Debating Society
Dramatic Club
Geography Club
Glee Clubs
International Relations Club
Kappa Delta Pi, National Scholastic Honor Society
Literary Club
Mathematics Club
Music Appreciation Club
Newman Club
Student Christian Association
Student Advisory Council
Women's Athletic Association
Men's Athletic Association

REQUIREMENTS FOR ADMISSION

I. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts School of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year, particularly in the cases of certified or upper quarter students.

II. Time of Admission.

1. Certified applicants, Plan I below, and upper quarter applicants, Plan II below, may file an application and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements of Plan I or Plan II.

Plan I and Plan II candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (see VI). If there is a waiting list, the procedure outlined in VI applies.

2. Applicants not certified nor in the upper quarter may submit applications on or after October 1 of the senior year, but must await the results of examinations before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

III. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. Completion of Fifteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics.

The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. Methods of Admission.

A. Plan I. Admission by Certificate.

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list below and five others from the list given under 2 below. The number of units offered for certification is subject to the restriction of 2 below. The additional three units of the 15 required units may consist of any work which the high school accepts in partial fulfillment of its graduation requirements. Personal interviews are required.

1. Prescribed (7 Units).

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. Distribution of Units for Certified Applicants.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); mathematics, 3 units.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

B. Plan II. Admission by Upper Quarter Standing.

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units, and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

C. Plan III. Admission by Examination.

Students who are not eligible for admission by certificate or by reason of upper quarter standing, as described in the foregoing, but who possess a high school diploma or its equivalent, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

VI. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, the scholastic records and the rating of personal characteristics of **all** applicants, excepting those who have already been provisionally or finally admitted, (See II), will be evaluated in accordance with the method stated below:

(a) Scholarship will be allowed a maximum of 75 points for 15 units of work.

(b) Personality will be allowed a maximum of 25 points.

As a basis for computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis for computing the personality record, which includes ten charactertistics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

Certified candidates and upper-quarter candidates will be admitted first and in that order, as determined by their total scholastic and personality rating scores.

Candidates for admission by examination will then be admitted in order of their standing as determined by their total scholastic and personality rating and examination scores.

Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

VII. Place and Time of Examinations.

Regular examinations are given in any of the State Teachers Colleges as scheduled below. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

SCHEDULE OF APTITUDE TESTS FOR 1956

(All day—beginning at nine o'clock)

January 27, March 23, June 1, September 6

VIII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

College Year Begins

September 10, 1956 September 16, 1957

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges and the Massachusetts School of Art. Under

this system, grades will be given the following values: A - 4 to 5, B - 3 to 3.9, C - 2 to 2.9, D - 1 to 1.9, E - 0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Deficiencies incurred during the first three years must be removed by courses taken not later than the termination of the first semester of the senior year. Deficiencies incurred during the first semester of the senior year may be removed in the second semester.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course ..... passed at .....
(Name) (College)
with a grade of ....."

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

I. Fee for Residents of Massachusetts

$100.00 a year: $50.00 to be paid at the opening of the college year in September and $50.00 at the opening of the second semester.

II. Fee for Non-Residents of Massachusetts

$400.00 a year: $200.00 to be paid at the opening of the college year in September and $200.00 at the opening of the second semester.

III. Fee for All Students

Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts School of Art must pay a registration fee of $10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation will be effective for students entering on or after September 1, 1955.

IV. Additional Expenditures for All Students

A student assessment of $15.00 is charged each student, $7.50 payable at the beginning of each semester. This fee is to cover the following items for the entire year:

1. Shower fee
2. College parties
3. Admission to all public performances of the Dramatic and Glee Clubs
4. College publications
5. Benevolences
6. Expenses of Student Advisory Council
7. Expenses of New York Conference
8. Expenses of miscellaneous activities
9. Admission to athletic contests

V. Textbooks and Supplies

Students are expected to meet the expense of all necessary textbooks and supplies at an approximate cost of $50.00 a year.

VETERANS EDUCATION

The College is an approved institution for providing education for the returned veteran under Public Laws No. 346, No. 16, and No. 550.

Scholarship Tea

SCHOLARSHIPS FOR STUDENTS IN THE COLLEGE

For Freshmen Only

The William B. Aspinwall Scholarship
The M. Harriette Bishop Scholarship
The Nancy Burncoat Scholarship
The Gold Star Scholarship (Daughter or Son of Veteran only)

For Freshmen or Upperclassmen

The Alumni Scholarship
The Tryphosa Bates-Batcheller Scholarship
The Esther Forbes Scholarship
The Newman Club Scholarship
The Olive Higgins Prouty Scholarship
The Student Christian Association Scholarship

For Upperclass Woman Student

The Esther C. Averill Scholarship

Each scholarship pays $100.00 and is assigned to selected students on the basis of scholarship and need. In addition to these outright grants, the President of the College has at his disposal funds which may be borrowed by deserving students according to their needs. Applications for scholarships should be made by Apr. 1.

Carnival Queen

Honor Society

Creative Art

Childhood Education

Physical Education

Biology

PROGRAM LEADING TO THE BACHELOR OF SCIENCE

General Education

Freshman	Periods	Semester Hours
English Composition I	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Introduction to Mathematics	3	3
Biology	4	3
Adjustment and Mental Hygiene	3	3
World History	3	3
Elective	3	3
	23	20
Art Essentials	3	3
English Composition II	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
History of Western Civilization	3	3
Elective	3	3
	20	17

Sophomore	Periods	Semester Hours
Improvement of Handwriting	1	½
Voice and Diction	1	½
Survey of American Literature	3	3
Physical Education	2	½
Physical Science	4	3
Music	3	3
United States History	3	3
Principles of Geography	3	3
Elective	3	3
	23	19½
Voice and Diction	1	½
Survey of English Literature	3	3
Physical Education	2	½
Physical Science	4	3
Government	3	3
Geography of North America	3	3
Elective	3	3
	19	16

EDUCATION DEGREE

Elementary School Curriculum

Junior	Periods	Semester Hours
Art as Education	2	2
Curriculum Development	6	4
Teaching of Handwriting	1	½
Teaching of Reading	3	3
Physical Education	2	½
First Aid	1	½
Teaching of Arithmetic	3	3
Teaching of Music	2	2
Educational Psychology	3	3
	23	18½
Apprenticeship		12
Educational Seminar	1	0
Oral Interpretation	1	½
Child Psychology	2	2
	4	14½

Senior	Periods	Semester Hours
History and Philosophy of Education	2	2
Children's Language and Literature	4	4
Physical Education	2	½
First Aid — Advanced	1	½
Nature Study	2	2
Economics	2	2
Teaching of Social Studies	2	2
Regional Geography — Western Hemisphere	3	3
	18	16
Tests and Measurements	3	3
Contemporary Literature	3	3
Physical Education	2	½
Teaching of Science	2	2
Mental Hygiene	2	2
Sociology	2	2
Regional Geography — Eastern Hemisphere	3	3
	17	15½

Junior and Senior High School Curriculum

Junior	Periods	Semester Hours
Physical Education	2	½
First Aid	1	½
Mental Hygiene	2	2
Sociology	3	3
Electives	12	12
	20	18
Curriculum Development	6	4
Secondary Education	2	2
Reading in Junior and Senior High School	3	3
Physical Education	2	½
Educational Psychology	3	3
Economics	3	3
	19	15½

Senior	Periods	Semester Hours
Apprenticeship		12
Educational Seminar	1	0
First Aid — Advanced	1	½
Psychology of Adolescence	2	2
	4	14½
History and Philosophy of Education	2	2
Tests and Measurements	3	3
Physical Education	2	½
Electives	11	11
	18	16½

General Education

Elective Courses

Freshman	Periods	Semester Hours
Early Childhood Education I	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3
Early Childhood Education II	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

Sophomore	Periods	Semester Hours
Exploring the Arts	4	3
Early Childhood Education III	3	3
Modern Literature	3	3
History of French Literature	3	3
Introduction to Mathematical Analysis	3	3
Physics: Mechanics and Heat	3	3
History of Modern Europe	3	3
Exploring the Arts	4	3
Early Childhood Education IV	3	3
19th Century Poetry	3	3
History of French Literature	3	3
Introduction to Mathematical Analysis	3	3
Physics: Light and Sound	3	3
History of Modern Europe	3	3

Elementary School Curriculum

No Electives

Junior and Senior High School Curriculum

Elective Courses

Junior	Periods	Semester Hours
Choose two combinations — one from each group		
Group I		
Classicism in French Literature	3	3
Advanced French Composition	3	3
Physiography	3	3
Climatology	3	3
Calculus	3	3
Introduction to General Chemistry	3	3
Group II		
Ancient History	3	3
English History	3	3
Shakespeare	3	3
18th Century Literature	3	3

Senior	Periods	Semester Hours
Choose one from each group		
Group I		
Comparative Literature	6	6
Modern French Literature	6	6
Physics: Magnetism and Electricity	6	6
Economic and Political Geography	6	6
Group II		
World Classics	5	5
General Chemistry	5	5
History of the United States since 1865	5	5

CURRICULUMS OFFERED

1. A four-year curriculum preparing for teaching in the early childhood education field.
2. A four-year curriculum preparing for teaching in the elementary field.
3. A four-year curriculum preparing for teaching in the secondary field.
4. A one-year curriculum for graduates of liberal arts colleges leading to a Bachelor of Science in Education degree.

During the first two years the courses are the same in the early childhood education, the elementary, and the secondary fields. Emphasis is on content to provide a rich background. Decision concerning the selection of curriculum is made at the end of the sophomore year.

English, French, social studies, and history are major fields in the junior and senior high school curriculum. Each student in the secondary curriculum prepares in one major and one minor field. Any of the above fields, plus mathematics, may be a minor field. At least twenty-four semester hours must be earned in a major field and eighteen semester hours in a minor field.

DESCRIPTION OF COURSES

DEPARTMENT OF ART

George Eleanor Shaw

Art Essentials 3 semester hours

This course is concerned with art in present day living: laboratory experiences in the art elements of LINE, COLOR, FORM, SPACE, and TEXTURE.

Exploring the Arts 6 semester hours

This constitutes a survey of the contribution of artists, both past and present, in relation to their achievement. As a means of self-realization, exploration and achievement in art activities are given emphasis.

DEPARTMENT OF EDUCATION

Elizabeth R. Barlow
Elizabeth V. Foster
Grace A. Kendrick
Joseph W. Riordan
S. Willis Rudy
Agnes E. Scribner
George E. Shaw
John E. Sullivan
Lena A. West
Madelin A. Wilmarth

Early Childhood Education I and II 6 semester hours

A study will be made of the historical background and development of Nursery, Kindergarten, and Primary grades. Interpreta-

tions of the laws of learning in terms of the little child will be given. This will be done through a study of experiences and activities designed to meet the needs and interests of the growing child.

Stress will be placed upon original trends, modern curriculum, and reasons for unification of ideas of Nursery, Kindergarten, and Primary education. Study of modern curriculums at each level and observation in Nursery, Kindergarten, and Primary grades will be provided.

Early Childhood Education III and IV 6 semester hours

This course includes a study of reading readiness and of a variety of activities such as work, play, music, and testing as they affect the total development of the young child. Opportunity is provided for use of techniques and for observation of actual school situations.

The Improvement of Handwriting ½ semester hour

This course is intended to guide students in their efforts to improve their own writing, both on paper and at the board, until it reaches an acceptable standard for classroom work. This includes not only desirable letter forms, but uniformity of slant and size, arrangement and adaptation to purpose.

Art as Education 2 semester hours

This course is concerned with the place of art in the elementary school and stresses contemporary practices through laboratory experiences.

Curriculum Development, Methods and Materials 4 semester hours

This course serves as a preparation for student teaching. Principles of the learning process are developed as a foundation for principles of teaching. Emphasis is given to types of lessons, techniques of assignments and study, unit and activity planning, as well as testing, grading, diagnostic procedures, and remedial teaching. Four periods are spent weekly in class work and two periods in observation and discussion of work observed in the observation schools.

The Teaching of Handwriting ½ semester hour

This course is one of method and is based on the preceding course. Both cursive and manuscript systems are studied. Left-handedness is given careful consideration. Blackboard practice is continued, and teaching techniques discussed.

The Teaching of Reading 3 semester hours

Knowledge of the basic systems of reading, an intelligent use of these systems, effective techniques of teaching reading, knowl-

edge of the use of tests in the field of reading, and a background of professional reading comprise the content of this course.

Reading in Junior and Senior High School 3 semester hours

The course concerns techniques in directing individual and co-operative reading activities on the secondary school level, diagnostic and remedial practices for insuring progressive growth in reading efficiency, and the function of reading skills in the various subject-matter areas.

The Teaching of Arithmetic 3 semester hours

In this course students are introduced to efficient techniques in teaching the various phases of arithmetic in elementary grades. They plan and make many kinds of teaching materials, and learn how to use them. They examine pupil texts and seek to discover the best ways of making arithmetic really meaningful to children.

The Teaching of Music 2 semester hours

This course offers the aims, methods, and procedures in music for elementary grades: child voice, correct tone production, correction of tonal faults, basis for selection of songs for the grades, ear training, rhythmic principles and responses, habits and skills in music training, creative units, and the study of music curriculums.

Student Teaching 12 semester hours

This course offers actual practice under helpful and sympathetic teachers in the schools of Worcester and vicinity. Members of the college supervisory staff assume responsibility for frequent supervision. The student is given opportunity to apply previously acquired theoretical knowledge, to plan lessons and assume increasing responsibility for classroom management and to develop skill in the use of teaching techniques. During student teaching students return to the college for class work and conferences one day each week.

Children's Language and Literature 4 semester hours

The course is designed to acquaint the students with literature suitable for grades I through VIII. A study is made of the language skills to be taught in the grades and of diagnostic and remedial procedures in oral and written expression. Attention is given to modern courses of study as they exemplify the Language Arts philosophy.

Nature Study 2 semester hours

This course provides the student with a basic knowledge for the teaching of nature study in the elementary grades. Nature specimens used are those obtained in the field or such as can be readily provided in any classroom.

The Teaching of Social Studies 2 semester hours

A study is made of the aims, principles, and methods of teaching history and geography in the elementary schools. It includes a consideration of the privileges and responsibilities of citizenship. Emphasis is placed upon choice of texts and visual aids, selection of material for courses of study, types of learning activities, and testing.

The Teaching of Science 2 semester hours

This course provides an overview of objectives of science teaching, curriculums, materials, and teaching procedures.

Educational Seminar 0 semester hours

During student teaching the students meet in conference for discussion of general problems of the beginning teacher. Such problems as successful management, economy of time, teaching procedures, evidences of good method, personality, professional ethics, and relationships between student and training teacher and between student and supervisor are considered.

Secondary Education 2 semester hours

The objective of this course is to help the student to acquire greater knowledge and understanding of the secondary school and the needs of the adolescent pupil. Secondary education in a democracy, its historical background, its curriculum, and the community high school will be considered through readings, lectures, discussion groups, and reports.

History and Philosophy of Education 2 semester hours

Particular emphasis is placed upon the history of education in the United States; influences and movements that have brought about the present ideals and practices in education with emphasis on current problems; study of the philosophy of the leaders of the various movements; and the nature, function, and scope of educational philosophy.

Tests and Measurements 3 semester hours

A practical knowledge of educational testing for varied school purposes is the prime objective of this course. Measurement techniques for group surveys and for individual diagnosis are studied. Practice is given in administering, scoring, and interpreting a variety of tests. Topics include characteristics of standardized tests, the study and diagnosis of pupil aptitudes and abilities, test selection, interpretation of data, and school programs in measurement.

DEPARTMENT OF ENGLISH AND SPEECH

Elizabeth R. Barlow
Walter Busam
Grace A. Kendrick
Marguerite C. McKelligett
Kathryn R. O'Donnell
Carleton E. Saunders

English Composition I 3 semester hours

This course provides preliminary diagnostic measure to determine the specific weaknesses of the student with a review of functional grammar to develop facility in using a varied sentence structure as an aid to effective writing.

English Composition II 3 semester hours

This course is designed to improve the style of the student and to develop the ability to write such forms of contemporary non-fiction as the informative essay, editorial, book review, argument, personal essay, and research paper. Time will be spent in discussions of expository techniques and an analysis of the practice in types of expository writing.

Principles of Effective Speech 1 semester hour

This course gives a detailed study of the vowel and consonant sounds of the best American speech, stresses the elimination of bad speech habits, and provides opportunity to form the habits of good speech through frequent practice in speaking and reading and through individual conferences. Voice recording is required.

Voice and Diction 1 semester hour

First semester: This course continues the speech course of the first year. It stresses continued practice in correct speech habits and development of voice quality, pitch, rate, and volume.

Second semester: This phase of the course provides practice in public speaking. Students will have experience locating and organizing material for delivery before an audience, over the radio, or in conversation. Such practice will include delivery of whole units of narration, description, exposition, and argumentation.

Modern Literature 3 semester hours

Consideration is given to the prose of outstanding English and American authors of the late 19th and 20th century, showing the break with Victorianism and the development of modern literature.

19th Century Poetry 3 semester hours

A study of the following poets of the Victorian era is made: Wordsworth, Byron, Shelley, Keats, Browning, and Tennyson.

Survey of American Literature 3 semester hours

The course will provide a comprehensive overview of the outstanding contributions of American writers and of major literary trends reflective of changing emphasis in American civilization.

Survey of English Literature 3 semester hours

This course gives a survey of the development of English literature from the Old English period through the Victorian, including the study of the background and general charactertistics of each period and the reading of sample selections from various authors.

Oral Interpretation ½ semester hour

This is a continuation of Voice and Diction. Oral interpretation is given of selections of prose, poetry, and drama. Special emphasis is placed upon matter pertinent to the teaching needs of the students.

Shakespeare 3 semester hours

Representative plays are studied: Shakespeare's life and times, his predecessors, and his contemporaries are evaluated.

18th Century Literature 3 semester hours

The literature of the century is studied in two periods — the Age of Pope and the Age of Johnson — emphasizing in the first the classical tradition, and in the second, the approach to Romanticism.

Comparative Literature 6 semester hours

This course comprises a study of the major forms of world drama from the origins. Emphasis is placed upon representative authors from Aeschylus to the present time with some attention to the survival of the older forms upon the modern stage.

Contemporary Literature 3 semester hours

The course aims to provide students with a knowledge of current literary trends and with representative works of major European and American writers. Attention is given to the development of standards for critical literary judgment.

World Classics 5 semester hours

This course presents a panoramic view of the literature of the world, with minor stress on English and American literature and that of the East. The Greek and Roman masterpieces are studied for ancient times, parts of Dante for the Middle Ages, and representative selections for the later periods.

DEPARTMENT OF FRENCH

Marguerite C. McKelligett

Advanced Study of French 6 semester hours

Prerequisite for this course: two years of high school French or the equivalent.

This course has a triple aim: first, a study of French pronunciation, sounds in isolation and combination, the theory and application of phonetics, the principles of intonation; second, a review of grammar and verb forms with application in composition; third, an introduction to French civilization and culture.

History of French Literature 6 semester hours

A study of the development of French language and literature is made with emphasis on the historical and social background of the various periods.

Classicism in French Literature 3 semester hours

A study is made of the influences which led to the formation of the classical ideal. Life and works of the three leading dramatists of the period — Corneille, Moliere, and Racine — are discussed. An original study of some phase of classicism and an intensive study of one work of each of the leading dramatists are included in this course.

Advanced French Composition, Conversation, and Methods 3 semester hours

This course is designed to increase ability in oral and written French. It also includes methods of teaching French and evaluation of textbooks.

French Literature 6 semester hours

The course consists of the study of the various movements in French literature from the Revolution to the present day and with their historical, social, and artistic origins.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

John F. Eager
John P. Mockler
Robert J. Patterson
Dorothy Stafford

Physical Education: Men (First Year) 1 semester hour

The development of health, poise, self-reliance, skill, leadership, and recreational interests is the purpose of the program. Opportunity to develop fundamental skills in a variety of activities is provided. The history and rules of various sports activities will be considered.

Physical Education: Women (First Year) 1 semester hour

Through a program of sports, dancing, and other recreational activities, it is expected that the students will develop poise, good posture, self-confidence, leadership, skill, and physical fitness.

Health Education 2 semester hours

Problems of personal and community hygiene are studied. Students attempt to carry out in their own lives the best practices both in personal adjustment to college life and in the community program of hygiene. Current events pertaining to hygiene and safety in the life of the college student and in the life of the community are studied. The topics considered are colds; cleanliness; first aid; rest and fatigue; study habits; posture; care of the teeth, ears, feet; exercise; water and milk supply; sewage control; communicable diseases; home care of the sick; housing; and nutrition.

Physical Education: Men (Second Year) 1 semester hour

The work of the second year follows closely that of the first year. Additional emphasis is placed upon exercises and tumbling activities appropriate to the elementary and secondary school programs.

Physical Education: Women (Second Year) 1 semester hour

The work of the sophomore year in physical education continues that of the first year. It is expected that each student will work directly for her own development in poise, skill, leadership, and health, and will utilize knowledge of recreational sports in planning personal activities. Skill in the various sports activities is improved.

Physical Education: Men (Third Year) ½ semester hour

The emphasis in this course is upon such group games as quiet games, active games, singing games, and games with and without equipment. Students will have the opportunity to develop leadership by teaching and supervising several of these activities.

First Aid ½ semester hour

This is the standard first aid course as offered by the American Red Cross.

Physical Education: Women (Third Year) ½ semester hour

This course stresses the presentation and practice of teaching techniques and materials suitable for elementary school health and physical education. Students have the opportunity to learn tennis, badminton, archery, and other sports for self development.

Physical Education: Men (Fourth Year) .. 1 semester hour

Advanced techniques in the major physical education activities are stressed. Activities include discussion of the methods of teaching, coaching, and officiating, in addition to practical experiences in these areas; and a study of the importance of physical education and recreational activities in the total school program.

Physical Education: Women (Fourth Year) 1 semester hour

This course stresses the development of skill in such sports as badminton, tennis, and archery. The relationship between recreational athletics and the high school and community is stressed and students are assisted in planning and practicing ways to carry on physical activity in cooperation with health and physical education departments.

First Aid—Advanced ½ semester hour

This is the advanced first aid course prescribed by the American Red Cross and meets the requirements for a Red Cross certificate.

DEPARTMENT OF MATHEMATICS AND SCIENCE

John F. Eager
Paul J. McCarron
Robert J. Patterson
Edmund C. Osborne
Joseph W. Riordan
Agnes E. Scribner

Introduction to Mathematics 3 semester hours

The main purpose of this course is to orient the student in social and life mathematics through a study of percentage and its applications, trade and commercial discounts, installment buying, the work of the modern bank, saving money, investing money, modern life insurance and annuities, taxes, and revenues.

College Algebra and Solid Geometry 6 semester hours

This course is open to those who have had elementary algebra and plane geometry in high school. College algebra covers such topics as quadratic equations, ratio, proportion, variation, progressions, logarithms, binomial theorem, mathematical induction, permutations and combinations, probability, determinants, and mathematics of investment. Solid geometry treats of three dimensional relationships such as lines and planes in space, prisms, pyramids, cylinders, cones, and the sphere.

Biological Science 6 semester hours

This is a general course dealing with the fundamental facts and principles of biology, and the relationships of plants, animals, and man to each other. The course aims to inculcate a better un-

derstanding of biological phenomena which influence human health and civic welfare.

Introduction to Mathematical Analysis 6 semester hours

This course is open to those who have had college algebra and solid geometry. It is designed to give a survey of trigonometry, analytical geometry, and differential and integral calculus. Mathematics is treated as a unified whole.

Physical Science 6 semester hours

This is a survey course of the physical sciences. The aim is to give the student an understanding of the basic laws of science and a knowledge of their application in the scientific environment in which we live. Students are given some opportunity to manipulate scientific apparatus and to demonstrate scientific procedures.

General Physics: Mechanics and Heat 3 semester hours

Prerequisite: College Algebra and Solid Geometry

This course consists of a study of vectors, kinetics, fluids at rest and in motion, measurement of temperature, specific heat, thermal expansion, transfer of heat, energy equivalence, change of state, introduction to thermo-dynamics, and the production of low and high temperatures.

General Physics: Light and Sound 3 semester hours

Prerequisite: General Physics: Mechanics and Heat

This course consists of a study of wave motion, propagation of sound, the physics of music, acoustics, reflection, refraction, lenses, optical instruments, illumination, spectra and color phenomena.

Calculus 3 semester hours

This is a continuation of "Introduction to Mathematical Analysis" and is open only to those who have successfully completed that course or its equivalent. It is designed to go more deeply into the theory and application of differential and integral calculus. There is work in the field of differential equations.

Introduction to General Chemistry 3 semester hours

This is a beginning course in inorganic chemistry. It includes a careful study of the fundamental principles of science, chemical symbols, formulas, equations, structure of the atom, the periodic table, valence, methods of preparation and use of the more important elements and compounds.

General Chemistry 5 semester hours

This course is a continuation of "Introduction to General Chemistry." During the first part of the semester the work is confined principally to the chemistry and uses of the metals. During the latter part of the semester the work will consist of simple qualitative analysis.

General Physics: Magnetism and Electricity 6 semester hours

This course consists of a study of permanent magnets, electromagnets, static electricity, current electricity, motors, generators, power transmission, fundamentals of radio, television, and radar.

DEPARTMENT OF MUSIC

Grace A. Kendrick

Music 3 semester hours

The elements of theory and notation, terms of expression and tempo definition, form, instruments of the orchestra, and conducting constitute the major phases of this course.

DEPARTMENT OF PSYCHOLOGY

Cornelius S. Donoghue Joseph A. Shea

Adjustment and Mental Hygiene 3 semester hours

The aim of this course is to assist the student to adjust satisfactorily to college life and strengthen the foundations for a wholesome personality, emotional health, and intelligent living in a modern world. The work will encompass discussions, case studies, demonstrations, inventories, and individual conferences.

Child Psychology 2 semester hours

The course is centered about methods and viewpoints in child psychology, heredity and environment, maturation, growth and development of meaning, learning, social and ethical behavior, personality, and examination of the work of modern child research centers. Directed individual observation and study of children form the basis of the course.

Educational Psychology 3 semester hours

A functional study is made of the problem of growth, learning, and guidance from the viewpoint of mental hygiene. Among the topics considered are: the learning processes, relationship of intelligence and achievement, personality, and adjustment to living.

Mental Hygiene 2 semester hours

The course includes mental hygiene of the student, the family, and the teacher. The mental health of the subnormal and the accelerated pupil is considered as well as that of the normal pupil. Opportunities are given for meetings with the staff of the Worcester Youth Guidance Center. Independent case studies are undertaken by each student under the guidance of the instructor.

Psychology of Adolescence 2 semester hours

A general survey is made of the physical, mental, and sociomoral aspects of adolescence. Among the topics considered are the adolescent and his emotions, his interests, ideals, and ambitions.

DEPARTMENT OF SOCIAL STUDIES

Marvin D. Bernstein
Francis L. Jones
Rita M. L. Morris
S. Willis Rudy
Earl B. Shaw
G. Flint Taylor
Guy H. Winslow

World Affairs 6 semester hours

Newspapers, current magazines, and recently published books will be used to follow significant international events. The course will also include a study of the background of the present world crisis, the rise of Nazi Germany since 1933, the expansion of Japan in Asia since 1931, the events that led to Munich, and like situations. The following sources of information will be investigated: newspapers, periodicals, books, and the radio. A study of propaganda will be made.

History of Western Civilization 6 semester hours

The purpose of this course is to familiarize the student with the important developments in the history of European civilization. Among the topics to be studied in the first semester are: prehistoric man and the dawn of civilization, Eastern Mediterranean civilizations, the culture of the Roman Empire, the rise of Christianity and Islam, Feudalism, church and state in the Middle Ages, the Renaissance and the Reformation; in the second semester: the commercial revolution, the expansion of Europe, the intellectual revolution, the industrial revolution, the French Revolution and its consequences, the growth of democracy, imperialism, the World Wars, the world today.

Cultural and Diplomatic History of Modern Europe

6 semester hours

The first part of the course treats of the points of view which changed the medieval mind to the modern mind. The second part

deals with the growth of nationalism during the Nineteenth Century and the resulting economic conflicts which culminated in the First World War. A study is made of the Treaty of Versailles and its effect on economic trends. The rise of national socialism and the Second World War are considered.

Government 3 semester hours

The first part of this course deals with the concept of the worth of the individual as such concept culminated in the intellectual revolution of the Eighteenth Century. Other emphases will include an analysis of the motives, objectives, and results of the American Revolution and a study of the democratic principle of government. A study is made of the state and federal constitutions.

United States History 3 semester hours

Topics studied in this course are European influences in the colonization of America, the American Revolution and the formation of new government, westward expansion of the United States, the war between the states, the economic revolution — 1870-1900, reaction against the new economic forces, the breakdown of industrialism, and the "New Deal".

Principles of Geography 3 semester hours

The fundamental aims of this course include an emphasis upon basic geographic principles and a broad overview of the field of geography. To attain these aims the student is introduced to geographic factors in land forms, location, climate, soils, minerals, flora and fauna together with examples of their influences upon and relationships to man and his activities.

Geography of North America 3 semester hours

The primary aims of this course are two: first, to give the student an understanding of principles and techniques in the field of regional geography; and second, to broaden the student's knowledge of the continent in which the United States plays a major role. Greatest emphasis is placed upon natural regions in our own country.

Ancient History 3 semester hours

This course provides for an intensive study of some of the significant periods: Egypt in the Pyramid Age, the Age of Pericles, Alexander's Empire, the Augustan Age. Under each period, industry and commerce, government, art, literature, and social organization are considered.

English History 3 semester hours

This course covers the period from the Saxon Conquest to the present. Social and economic conditions as well as political history are emphasized. The modern period is stressed.

Economics (Secondary) 3 semester hours
(Elementary) 2 semester hours

This course places emphasis on the basic economic principles and on the nature of economic reasoning. It provides a study of economic problems and the methods employed to solve them.

Sociology (Secondary) 3 semester hours
(Elementary) 2 semester hours

This course is designed to acquaint the student with man's cultural heritage, the environmental and biological forces that shape personality, the influence of the group on the individual, the nature of social institutions, and the character of social change. Stress is placed upon contemporary American society.

Physiography 3 semester hours

Emphasis is placed upon the study of the earth's surface features by examining their structure, by studying the processes that have been active in their formation, and by analyzing the ways in which they affect man and are affected by man.

Climatology 3 semester hours

The major aim of the course is to gain an understanding of world climatic regions. The first half of the semester is devoted to climatic principles; during the last half of the semester the application of these principles is stressed to learn world climates. The making of climatic charts and maps forms an important element in the course.

History of The United States Since 1865 5 semester hours

While this is an intensive course in recent United States history, emphasis varies from year to year because of changing national problems and policies. Units of study treated are the Civil War, the economic revolution, the Supreme Court, expansion of power of the federal government over the states, the United States and the World Wars, post-war problems, and national defense.

Economic and Political Geography 6 semester hours

In the field of economic geography special attention is given to areas in which world commodities and industrial products may be produced, where they are actually produced, and why people choose to produce them where they do. One quarter is given to the foregoing questions and one quarter is devoted to political geography, a study involving geographic influences in national and international relations.

Regional Geography — Western Hemisphere 3 semester hours

This course is a systematic regional treatment of the political and cultural geography of the Western Hemisphere. Special attention is given to the changing character of the Anglo-American landscape and the attendant political and cultural significance of these changes. The outstanding contributions of Latin-American regions to hemispheric solidarity and their political and social domestic problems are treated in the second half of the semester.

Regional Geography — Eastern Hemisphere 3 semester hours

The first half of the course is concerned with the nature of the Central Eurosian Barrier, its extent, and the effect of it on the countries to the north and south of it.

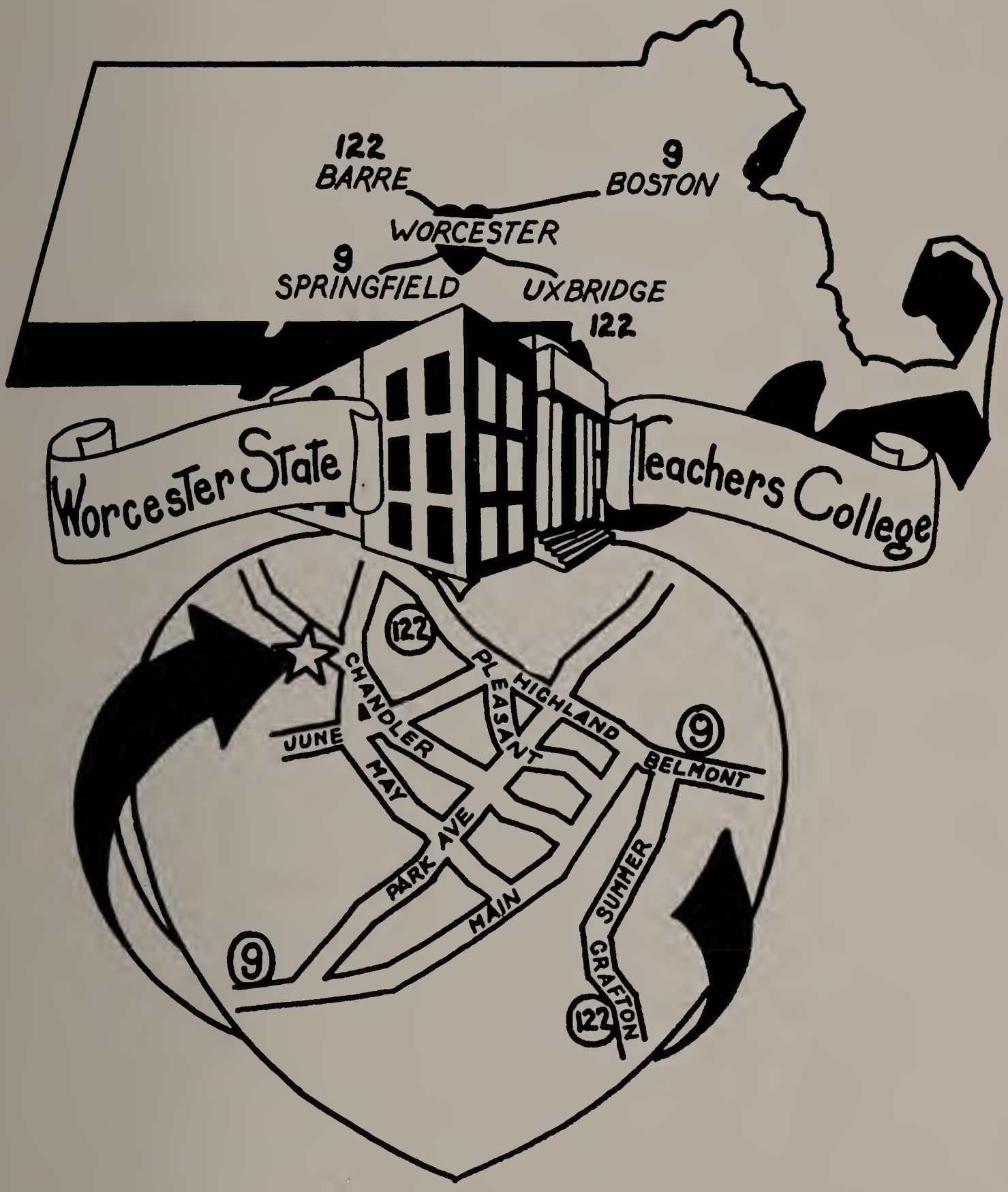
The second half of the semester deals with such problems as the emerging importance of the Mediterranean region of Africa and Southeast Australia. Other problems include the political and cultural developments in the Nile Basin and its margins, the eastern plateau region, the great southern highlands, and the Basin of Africa. Some attention is given to the political and social problems currently present in these regions.

PROGRAM LEADING TO THE MASTER OF EDUCATION DEGREE

Graduate courses leading to the degree of Master of Education are offered regularly at Worcester. The requirements for the graduate degree will include thirty-two semester hours in graduate courses in each of which the honor mark of "A" or "B" must be earned. Of the thirty-two semester hours of credit required, twenty-four must be earned in graduate courses taken on the campuses of the Massachusetts State Teachers Colleges, sixteen of which must be taken on the campus of the Teachers College at which the degree is to be granted. The remaining eight may be taken in approved off-campus extension courses or may be transferred from approved graduate schools. After admission to the program, courses taken for graduate credit at colleges other than the college granting the degree must be approved in advance.

The regulations require that a program of study must be arranged in advance for each student who is a candidate for the Ed. M. degree and must be given to the student in writing. The Worcester State Teachers College pattern has been constructed by its Committee on Graduate Study, and all graduate students should arrange a conference with the Chairman of the Committee at their earliest convenience.

Copies of the Regulations Governing Courses Leading to the Degree of Master of Education, and of the graduate courses being offered currently may be secured by addressing inquiries to the Chairman of the Committee on Graduate Study.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